



# Going Mobile

Teaching with hand-held devices



Nicky Hockly and Gavin Dudeney

DELTA TEACHER DEVELOPMENT SERIES



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Series editors Mike Burghall and Lindsay Clandfield

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# GOING MOBILE

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## Part A

### The big picture ...

The big questions

The big issues

The big challenges

## Part B

Hands off!

### Hands on!

Text

Audio

Image

Video

## Part C

### Going further ...

In your classes

In your institution

Looking back ...

Looking forward ...



## Going mobile

There is something truly inspiring and almost revolutionary about these scenarios:

- You are watching a group of learners take out their mobile phones – and really put them to good use in the classroom.
- You are sitting down with your learners – as they edit the video materials they gathered using tablet computers on an excursion into town.
- You are listening to pairs of learners talking each other – about their favourite photographs on their mobile phones.

It's the feeling you get, as a teacher, when an activity so engrosses a group of students that they almost forget they are talking in English, sitting in a language class.

In many ways, the love of the *tool* can pave the way for an increased commitment to – and interest in – learning the *language*. And if learners can undertake part of their study time with their own choice of tool, the interest is often higher, or more sustained.

### Mobile learning

Of course, 'mobile' doesn't just refer to the tools themselves, but to the opportunity for study outside the classroom – on the move. 'Learning on the go' is one of the educational buzzwords of this decade, a follow-on from distance and online learning – something truly in the hands of the learners, available anywhere and at any time.

Mobile and hand-held learning is perhaps the first technology-based approach that has escaped from the fanciful dreams and desires of educators – to the realm of the possible, and even desirable, amongst learners.

Whether it's on a mobile phone, a hand-held tablet computer or other portable gadget, more and more people are taking advantage of the technologies both inside and outside the classroom to extend their learning and find real opportunities to put it into practice.

In *Going Mobile*:

- We look at what mobile and hand-held learning is.
- We explain how you can get started with it.
- We demonstrate how you can set about fully ensuring a principled and effective implementation of it in your own context.

So let's get going.

In Part A, we look at the 'big picture' of mobile and hand-held learning, and consider some of the major questions, issues and options – as well as looking at some sample case studies from around the world – before we investigate the kinds of challenges you are likely to meet, as you experiment with mobile learning in your own teaching or training.

# The big issues

These, then, have been some answers to the major questions concerning mobile learning, and we can now consider some of the major issues and challenges posed by 'going mobile'.

## The models of implementation

There are various ways of implementing mobile learning and, in this section, we will be taking a look at the most popular. You will find more in-depth information about institutional implementation plans in Part C, but here we give a general overview of the principal decisions and considerations involved.

### Class sets

A typical class set implementation will have one – or several – set of devices available for teachers to sign out and use on an ad-hoc basis. An academic director, librarian or a technical support person or technology learning officer will usually manage class sets centrally. Teachers will sign up for a particular class, collect the devices and return them at the end of each session.

In our first case study, the teacher shares a wide range of impressions and suggestions connected to a class set approach, showing how all decisions are inter-related – as they are in any advance into new territory.

#### Case study 1: Class sets in Brazil

**Teacher:** Carla Arena

**Video:** <http://youtu.be/rjU24EUqkCo>

Carla's school uses class sets of iPads with several groups of learners. The main aim of the project is to enhance language learning through a student-centred approach to the use of the devices, with the devices being used for communicative language production tasks.

Carla highlights the importance of training teachers, and allowing them to become comfortable with the devices before using them with learners. She also emphasises the importance of having reliable wifi connectivity.

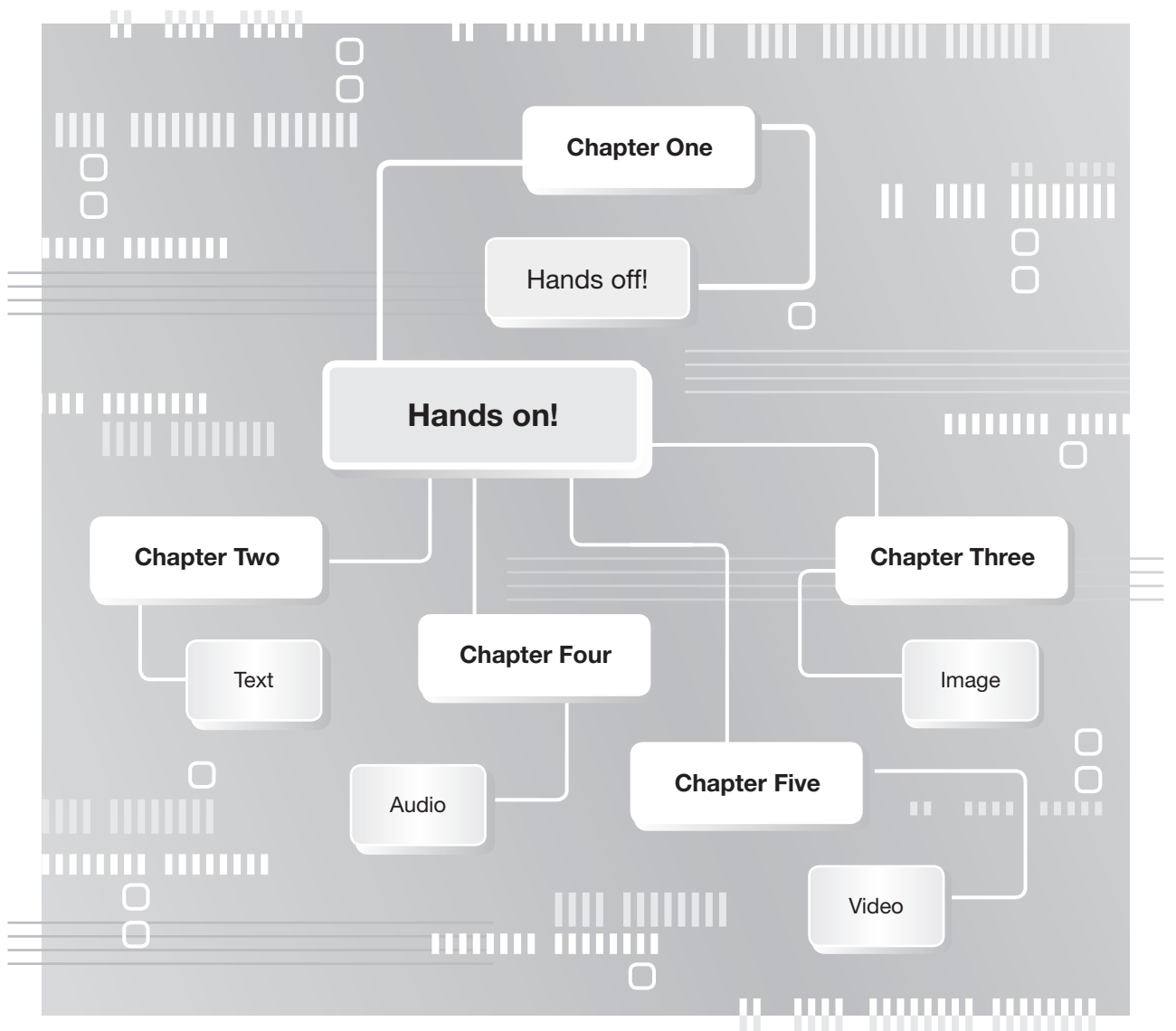
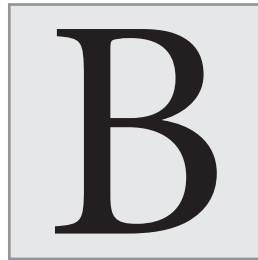
Carla's advice to teachers is:

- First focus on the aims of your project, and the logistics.
- Involve your team of teachers in the project.
- Take an mLearning online training course.

In many ways, being in control of the devices makes for a more comfortable and controlled experience for the teacher. With a carefully managed class set of devices, these can all look and work the same, have the same apps installed and – with judicious use of 'cloud storage' (see below) and email accounts – 'communicate' with each other and share resources easily.

**The devices** can be charged overnight, stored in a safe place, protected with solid covers and – where necessary – be devoid of distractions such as Facebook accounts or Twitter feeds. This kind of approach is ideal for institutions where mobile learning is not a mandatory and daily part of the teaching, but where the resources available can be shared around the classes on an as-needed basis.

For the teacher, class sets have many advantages for the people managing them and implementing them, but they may present considerable challenge and frustration for the *learners*, who will often need to learn a new system, find their way around what is essentially someone else's device, and work with choices that have been made for them.





## Addicted!

### Mobile phone addiction

The learners examine and discuss their reliance on their mobile phones.

#### Run up

Write 'Addiction' on the board, and brainstorm with the learners what things people can be addicted to:

<i>drugs</i>	<i>power</i>	<i>alcohol,</i>
<i>gambling</i>	<i>television</i>	<i>chocolate,</i>
<i>coffee</i>	<i>shopping</i>	<i>computer games ...</i>

Ask them what 'unimportant' things *they* are addicted to.

#### Run

Ask the learners if they think they are addicted to their mobile phones.

Dictate the following questions (or put them on the board, or hand them out):

- *Do you check your phone immediately on waking up?*
- *Do you check your phone before going to sleep?*
- *Do you check your phone regularly with no reason?*
- *Do you feel you must read a message as soon as you receive it, or can you wait?*
- *Do you check your phone or send text messages in social situations, eg at dinner or while talking to friends?*
- *Do you check your phone more than 30 times a day?*
- *Do you always check or use your phone during 'dead' time, such as waiting for a bus or an appointment?*
- *Do you often want to check your phone or send text messages while driving?*
- *Do you worry about losing your phone?*
- *Do you sometimes not use your phone for a day or more?*

Ask the learners to ask and answer the questions in pairs. With lower levels, highlight the use of the auxiliary 'do' in short responses: *Yes, I do./No, I don't.*

Say that if they answered 'yes' to more than six questions, they are probably addicted to their phones!

Ask them to rate their own mobile phone addiction by placing an 'x' on a simple scale:

**Not addicted** ————— x ————— **Very addicted**

With a small class, you can put the scale on the board and ask the learners to come up and place 'x' (or their names) on the scale.

Discuss who is the most (and least) addicted.

#### Run on

Challenge all the learners to give up using their phones for one day – before doing the next activity: *Cold turkey*.

## Cold turkey

### Dealing with addiction

The learners suggest strategies for addressing mobile phone addiction.

#### Run up

If you did the activity *Addicted!* in a previous lesson, ask the learners if they managed to give up using their phones for one day.

- *Was it difficult? Why/why not?*
- *Is 'going cold turkey' (stopping completely) effective?*
- *Is it better to deal with mobile phone addiction more gradually?*

#### Run

Put the learners into small groups to brainstorm advice or strategies for someone who is seriously addicted to their mobile phone.

Say that identifying and controlling *overuse* of technology – such as mobile phones – is part of being a healthy and responsible citizen in today's digital world!

Offer the learners a few suggestions to get them started:

- *Take a mobile phone addiction survey to increase awareness.*
- *Every time you use your phone, ask yourself why, and if it is really necessary.*
- *Spend time with friends and family.*
- *Don't go cold turkey. Start to cut down slowly on your use of your phone.*

Other advice might include:

- *Check your phone not more than once an hour.*
- *Turn off alerts for messages and email (and smartphone apps).*
- *Start turning off your phone completely for short periods of time (eg one or two hours a day).*
- *Identify the sources of addiction (email? texting? games? Facebook?) and set regular times for these (eg twice a day).*
- *Delete time-wasters, like games, from your phone.*
- *Go out once or twice a week without your phone.*
- *Do activities regularly without a phone (eg reading, cooking, exercising).*

Regroup the learners to share their advice.

- Tell the groups to choose their *top three* pieces of advice, and to elect a spokesperson to share these with the class.
- Ask each group's spokesperson to present their top three.

#### Run on

Follow up a few days or weeks later by asking the learners if they ever tried putting this advice into practice.

## Don't do it!

### Mobile conflicts

The learners roleplay scenarios of inappropriate mobile phone use.

#### Run up

Prepare five roleplay scenarios based on situations where mobile phones are not used appropriately, or use those suggested opposite:

- For each pair of learners in the class, create complete sets of all the scenarios.
- For each scenario, put the roles for A and B on separate pieces of paper.

#### Run

Ask the learners to think of annoying ways that people use mobile phones. For example:

- *How do they feel when someone has a loud phone conversation on the bus?*
- *Do they get annoyed if someone they are talking to is constantly checking their phone?*

Put the learners into pairs to brainstorm a short list of inappropriate ways to use mobile phones.

Conduct class feedback, and add the ideas to the board.

Tell the learners they are going to roleplay five situations with inappropriate uses of mobile phones.

Put them into pairs, and allocate roles A and B to each pair.

- Give each pair a set of scenarios 1–5, with the roles on separate pieces of paper.
- They keep each set of scenarios *face down* for the moment.

When everybody is ready, they pick up their role (A or B) for scenario 1 and read the roles.

Give them a minute or two to prepare their own role, and then ask them to do the roleplay. Remind them to be polite!

You listen and note any polite phrases you hear them use.

Conduct feedback, putting the polite phrases you heard on the board, and adding the phrases below if necessary:

- *You really shouldn't ...*
- *I'd prefer you not to ...*
- *You're not allowed to ...*
- *I don't like the way you are ...*
- *Can you please stop (+ ...ing)*

If you write up this language *after* the learners have roleplayed scenario 1, they use the language they already know. If they are fairly low-level, you could provide it *before* the roleplay.

Ask the learners to proceed with scenarios 2–5. Monitor the pairs, noting any typical language errors.

#### 1 The cheating student

**A:** You are a student, and you are using your mobile phone during an exam. Phones are banned during exams. Prepare some good excuses!

**B:** You are a teacher. You see A using their phone during an exam. Confiscate A's phone.

#### 2 The show-off

**A:** You come from a very rich family, and have been given the latest, most expensive tablet for your birthday. Try to make B jealous of your new device.

**B:** You have a very basic mobile phone. A is going to show off about their new device. Show them that you are not interested or impressed.

#### 3 The movie-goer

**A:** You are in the cinema, and your phone rings. It's your mother on the line. She has been ill recently, so you answer the call. She's a bit deaf, so you need to speak loudly.

**B:** You are in the cinema. The person sitting next to you is having a loud mobile phone conversation. Tell them you are not happy about this.

#### 4 The arguing couple

**A:** You are in a restaurant having a meal with a friend. Your friend keeps looking at their phone and sending text messages while you are talking. Tell them you are not happy about this.

**B:** You are in a restaurant having a meal with a friend. You had a serious argument with your partner before coming out, and are trying to fix the situation by text message. If you leave it until after the meal, you know your partner will be even angrier.

#### 5 The bully

**A:** You have received an unpleasant text message from someone in your school. B is your best friend. Tell them about it, and ask for advice.

**B:** A is your best friend. A has received an unpleasant text message from someone in your school. Give them some advice about what to do.

Once the pairs have roleplayed all the scenarios, conduct class feedback. Highlight any language errors you heard, for the class to correct together.

#### Run on

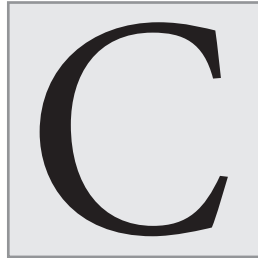
Ask the pairs to create a roleplay scenario card for one more inappropriate use of mobile phones. They can refer to their brainstormed ideas from earlier. They write their roleplay on a piece of paper, using scenarios 1–5 as a model.

- Redistribute the new scenarios.

- Ask the learners to carry out their new roleplay.

Conduct class feedback, asking the learners to share the new scenarios, and discuss the outcomes of their roleplays.





**Going Mobile** has so far examined how you and your learners can get started with using mobile and hand-held devices. We have outlined some of the options available (Part A) and suggested a number of activities to carry out using mobile devices, both inside and outside the classroom (Part B).

Part C aims to demonstrate how you can ‘go further’ in the context of your classroom, and also ‘go further’ in the context of your institution. It consists of two sections:

- Firstly, we look at how to experiment with more prolonged activities and projects – as you become familiar with a fuller range of mobile possibilities.
- Secondly, we look at how to develop a step-by-step implementation plan for the use of mobile devices – at an institutional level.

### **Going further ... in your classes**

These activities build on those in Part B, and combine many of the elements we examined there (text, image, audio, video) into longer and more demanding tasks for learners.

- The activities encourage your learners not only to use their devices both inside and outside the classroom (as was often the case in Part B), but also to exploit the special features that smart devices offer, such as geolocation and augmented reality.
- They encourage your learners to work with varied and rich *input* from their surroundings, as well as to produce equally varied and rich *output*, both in terms of language and media.

Many of these activities will take several hours of class time to implement, so they are best carried out as short projects over several lessons. We hope that, if you and your learners have already tried several of the activities in each of the chapters in Part B, you will already be in a position to approach these ‘*Going further ...*’ activities with confidence.

### **Going further ... in your institution**

Of course, you could easily try out any of the activities in this book with your own learners ‘now and again’, working independently.

- But it makes more sense to take a broader view – to integrate the use of mobile devices into a clearly defined pedagogical framework.
- And it makes much more sense to work as part of a team – to explore how mobile devices can be most effectively used by many (or all) of the teachers in your institution.

This will provide *you* with more support, and also provide a more coherent approach and learning experience for *your learners*.

This wider approach – of developing beyond the confines of the individual teacher or the individual class, and learning exactly how to carry this development out – forms the pedagogical philosophy of Part C.

## Going further ... in your classes

It should be clear by now that mobile devices have a special quality – they are, well, *mobile*.

And as such, they have the power to take learning experiences beyond the classroom walls.

- In Part A, we pointed out that *devices* can be mobile, *learners* could be mobile, and *learning experiences* could be mobile.
- In Part B, we described several activities that include a ‘going mobile’ stage, with learners working with devices while moving around inside and/or outside of the classroom.
- In Part C, we focus particularly on *learning experiences* which are mobile, and require learners to do a significant amount of work beyond the classroom. We also focus on learning experiences that use the special ‘affordances’ (or properties) of smart mobile devices, such as internet connectivity, geolocation and augmented reality.

The activities in this section encourage the learners to create multimedia with their devices, producing text, images, audio and/or video. In this way, these activities build on the activities described in Part B.

As well as requiring learners to do tasks with mobile devices mainly outside the classroom, several activities need to take place over a number of lessons:

- You can set up an activity in one lesson.
- The learners then carry out a part of the activity outside the classroom.
- In the next lesson, you can get them to work further with the information they have collected, using appropriate language.

A few of the activities are designed to practise a specific grammar point (*Living History* practises present tenses), or specific vocabulary (*Tap that word* reviews vocabulary sets).

However, most of the activities require a more task-based approach – the language needed by the learners will *emerge* as they work through the activity.

That’s not to say we can’t *predict* the sorts of structures that the learners may need. But rather than pre-teaching these structures, and insisting on the learners incorporating them while doing the activities, we provide them with the necessary language at the point of need.

### Be prepared!

Before we look at these activities, there are a few things you should bear in mind at the preparation stage, *before* you start any mobile-based out-of-class work with your learners.

They concern these key areas:

#### Places

Think about exactly *where* your learners will physically need to go:

- *Will they stay within the school building or grounds?*
- *Will they need to move around your town or city?*

If you are working with learners under 18, you may need to get written permission from their parents to take them off the school grounds, so check with your school for rules relating to this.

Consider, also, exactly *when* your learners are going to be moving around to these places:

- *Will you ask your learners to carry out their mobile project work in their free time between classes, or over a weekend?*
- *Will you include the work as part of a school trip, or as class time spent outside of the school building?*

## Geolocation

Geolocation tells us where an object or person is, using digital technology such as a GPS signal or an internet signal. These three activities encourage the learners to use their GPS-enabled devices in specific geographical locations. For example:

- They may need to visit a specific location, to find out something about it using their mobile devices.
- They may need to create text or audio information at a specific geographical point, and share that with others.

The activities in this section all rely on learners using GPS-enabled smart devices to carry out tasks.

- The first two activities encourage the learners to create their own audio recordings and to pin these to an online map.
- The third activity involves hiding physical objects in specific geographical locations and then sharing the GPS coordinates.

The learners create digital geolocated objects (such as audio recordings), and they create (and hide) real physical geolocated objects.

## Soundscapes

### Mapping the sounds of the city

Sound is an evocative medium, and it is very easy to capture with mobile devices. This activity gets the learners to create a soundscape of their town/city. They visit places that are significant to them, record ambient sound, and add these audio recordings – with written comments – to an online map.

#### Get the app

The learners will need to install *Voices* (<http://voices.com>) on their mobile devices, and register for an account before starting this activity. *Voices* allows users:

- To create short audio recordings (called ‘echoes’).
- To add text and key words to their recordings.
- To save them to a specific geographical location on a map.

If your learners have already done the activity *Where I’m at* on page 00, they will be familiar with *Voices*.

#### Get ready

Put the learners in pairs or small groups and ask them to discuss the following questions:

- *What are your favourite places in this town/city?*
- *Why do you like them?*
- *When you visit these places, what sounds do you typically hear?*

Ask each group to briefly share their responses with the class. You can also *your share* your favourite places:

- Special cafe or pub
- Park

- Busy shopping street
- Famous monument
- Shop
- Museum
- Port or river ...

Tell the learners they are going to each create an individualised soundscape of the town/city.

#### Get going

Ask the learners to visit four of their favourite places, and to record 30 seconds of ambient sound in each place on their mobile devices. They should not speak while recording.

- If they can connect to the internet via their devices while on the move, they can immediately add each of their 30-second recordings to its geographical location on an online map in *Voices*.
- If they can’t connect to the internet, they should save their recordings on their devices – and then add them to *Voices* using wifi, either when next in the classroom or at home.

*Voices* also allows for typed text to be included along with each audio recording, and the learners should add at least 50 words for each recording, explaining:

- Why this place is significant to them.
- Why they like it.
- What things can be heard in the recording.

As you will be sharing the recordings with the learners in a subsequent lesson, ask them to tag each of their recordings with the same key word (eg ‘Class5’) – it will be easy to search *Voices* for these recordings later, and to listen to them with the class.

In the next lesson, listen to the recordings with the class:

- You provide individualised feedback on the written texts accompanying the learners’ recordings.
- You provide feedback on common errors with the whole class.

The learners can then edit their texts in *Voices*, to improve them.

#### Going mobile

Going mobile by asking your learners to record ambient sounds outside the classroom, in places that are important to them, encourages them to pay attention to their surroundings. It also elicits an emotional response to these places, which can then be reflected in the rich accompanying texts that they produce.

If you work with young learners, they can create soundscapes of the school by recording ambient sound in the cafeteria, library, reception area, playground ...

This activity provides an original way for the learners to bring personalised audio content from the outside world into the classroom, which then functions as a prompt for more focused language work (in the accompanying texts).

## Going further ... in your institution

You and your learners may by now have worked with a range of mobile-based activities, and may even have experimented with some of the longer activities we have presented.

Excellent! You are now ready to broaden your approach, by helping your institution to develop a carefully designed mobile learning ‘implementation plan’.

An institutional plan can help to support the *principled* implementation of device use. Also, when all of the institution is involved, the *success* of the initiative can more easily be measured and assessed over time, with the participation of a number of teachers and learners.

What follows is a ten-step plan for incorporating the use of mobile devices within your institution. Whether you are a teacher, teacher trainer, director of studies or manager, these steps will affect you *all* – and you will *all* need to be on board together, to carry out your plan effectively.

The ten steps are summarised below, and then each step of the plan is examined in detail.

- |                                 |   |
|---------------------------------|---|
| 1 Identify your reasons.        | 6 Assign teacher champions.             |
| 2 Assess your context.          | 7 Run a pilot phase.                    |
| 3 Involve all the stakeholders. | 8 Evaluate your pilot phase.            |
| 4 Present your case.            | 9 Extend the implementation plan.       |
| 5 Create learning plans.        | 10 Provide ongoing teacher development. |

### Step 1: Identify your reasons.

The first thing to be clear on is *why* your institution should want to develop a school-wide plan for the use of mobile devices. There are a number of possible reasons for this, and the reasons that most closely fit with your institutional context need to be clearly identified. Typical reasons – which may be pedagogical, promotional or economic – include:

- It will help teachers and learners develop what are key 21st century skills and essential digital literacies.
- It will increase learners’ motivation in class, and provide opportunities for extra out-of-class language learning.
- It will allow the learners to ‘go mobile’, and engage them in real-time communication in English – beyond the institution.
- It will increase the school’s profile as a cutting-edge institution using the latest technologies, and provide a competitive edge.
- It will obviate the need for the school to invest in or maintain expensive hardware in large self-access centres or computer rooms for learners, especially if a BYOD (‘bring your own device’) approach is adopted.

In terms of real gains, the pedagogical reasons need to be put first. Although managers and directors may be attracted by the very real promotional and economic benefits, these will fade fast unless both teachers and learners are made aware of how the use of mobile devices is supporting classroom learning and also facilitating the use of the target language in the wider world.

#### Summary

- Identify your reasons for implementing a mobile learning plan.
- Ensure that the learning benefits of your plan are foregrounded.
- Consider the benefits for all the stakeholders.